



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: MILLENNIUM BROOKLYN HIGH SCHOOL

DBN: 15K684

PRINCIPAL: LISA GIOE

EMAIL: LGIOE@SCHOOLS.NYC.GOV

SUPERINTENDENT: **TAMIKA MATHESON**

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Lisa Gioe	*Principal or Designee	
Brian Faughnan	*UFT Chapter Leader or Designee	
Loretta Redmond	PA/PTA President or Designated Co-President	
Debra Kossar	PA/PTA President or Designated Co-President	
Katherine Scavuzzo	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Caroline Schwarzkopf	Member/Faculty	
Lindsey Baumgarten	Member/Faculty	
Caryn Davidson	Member/Faculty	
Emilie Trafford	Member/Faculty	
Nigel Franklyn	Member/Faculty	
Michelle McInnes	Member/Parent	
Trey Moynihan	Member/Parent	
Deborah Mutnick	Member/Parent	
Lorraine Spruchman	Member/Parent	
Martin Brutosky	Member/Parent	

Steve Jacobsen	Member/Parent	
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** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Models for co-teaching will be established across each of the content areas to support students with ASD to address the expansion of our special education program and support faculty. Two of four classrooms on each grade level will implement models of co-teaching and differentiate instruction across content to meet the needs of our ASD population to address the expansion of our special education program.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
 - The need to establish what a Nest program looks like in high school is evident based on observing and interviewing the students in the ASD program transition from middle to high school. In addition, speaking with special education teachers from both the middle school ASD program and current high school teachers.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - The Social groups have been modified and will be co-taught by a Speech Teacher and Special Education Teacher to identify goals and support the development of students' social skills. Assess student progress in regard to social development using the social Independence learning curriculum developed by MBHS ASD team.
 - Special education teachers will work with ASD students in advisory; during office hours and in class to support executive functioning skills. In addition, academic support has increase, to provide students with additional academic support during through SETTS services.
 - b) key personnel and other resources used to implement these strategies/activities,
 - Professional development for teachers will be provided by the Principal; Assistant Principal; NYU and Hunter College consultants on ASD; strategies for supporting students with ASD; co-planning and co-teaching in the form of free graduate courses; workshops; inter-visitations; task force meetings; informal observations and feedback.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Special education teachers have departmentalized assignments. Co-planning time for special education and subject teacher is scheduled weekly.
 - ASD teachers and support providers meet with the Principal and Assistant Principal in a weekly team meeting to case conference students; discuss aspects of the program and seek outside resources when necessary to gain further support.
 - d) Time line for implementation.
 - Summer Retreat focused on Co-teaching models and high school 'non-negotiables' for ASD program, which we are implementing as a Tier I intervention in each classroom.
 - One Monday faculty meeting per quarter focus on special education (i.e.: differentiation, co-teaching models, IEP goals)
 - Special education department meets weekly with Assistant principal to case conference students and professional development.
 - ASD/Nest team meets weekly to case conference students and professional development.
 - Throughout the year, special education teachers attend workshops at Hunter College and NYU about high school ASD programs and Autism.
 - Administration observes co-teaching classes and social skills classes formally and informally to provide feedback.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: **Non-Title I**
- Select the fund source(s) that your school is using to support the instructional goal.

 x Tax Levy Title I Title IIA Title III Fund for Public School Grants ASD Nest Other

If other is selected describe here:

- ASD Nest funding is allocated for the support of ASD Nest programs within schools.
- Professional development services have been provided by NYU to assist in the development of an ASD Nest High School Program.
- Free Graduate courses offer by Hunter College to train teaching faculty on best practices in working with students with ASDs.
- The Fund for Public Schools is a new school allocation to support the development of new and innovative programs to enhance student learning.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - ASD Nest Funding is used to provide full time Special Education Teachers to provide an 8 period per day coverage for each identified ASD Nest class.
 - ASD Nest funding is used to provide per session for curriculum planning and weekly ASD Nest Team meetings.
 - ASD Nest funding is used to provide partial payment for Speech and Guidance provision.
 - ASD Nest OTPS is used to fund curricula needs in the classroom.
 - Fund for Public Schools Grant money is used to provide training for a team of our special education teachers in Executive Functioning Supports and Curriculum.
 - Fund for public schools Grant money is used to provide academic support via consultants to students with IEPs.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- By June 2013, 80% of students will effectively apply problem solving protocols that will allow them to successfully complete a multistep, inquiry based mathematical task with accuracy; and explicitly show and describe all work through the problem solving process.

Comprehensive needs assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

- We will be focusing on the common core learning standards as part of the citywide initiative. Multiple observations were conducted in the math classrooms last year to assess effectiveness of teaching practices to support students' engagement in real world applications of mathematical knowledge. We assessed students' ability to complete a multistep problem with a real world application. It has been determined that professional development with a focus on student centered learning; strategic task planning and differentiation of instruction is needed to foster students' exposure and proficiency in modeling tasks. As a result, the department developed a template (PSH) for problem solving requiring students provide a narrative of problem approach, strategy choice and a solution reflection, using math vocabulary learned as they solve a multistep problem embedded within a real world context. The inquiry use a baseline assessment from September 2012 to analyze students ability of solving a complex word problem embedded in a real world context, and write down their critical thinking process for each step of the problem.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - Initial lessons created by members of the department to be implemented in all math classes on the use of the PSH (Problem Solving Helper) template to solve multistep math problems.
 - The agreement of all department members to use a math vocabulary bank/word wall to provide students with the language to embed in their narratives as they problem solve using the PSH template.
 - Weekly inquiry team meetings to assess students' math skills; proficiency in use of correct formulas/problem solving strategies to approach the problem; ability of students to think critically to evaluate their answer within a real world context.
 - b) key personnel and other resources used to implement these strategies/activities,
 - The Math Inquiry team comprised on 4 teachers and administration collaborate to design interventions, instructional practices around problem solving, assess student work and norm instructional expectations.
 - The Math common core standards, MBHS' problem solver helper and Delta Math are all resources used while creating real world problems and interventions around problem solving.
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities
 - Initial lessons created by members of the department to be implemented in all math classes on the use of the PSH (Problem Solving Helper) template to solve multistep math problems.
 - The agreement of all department members to use a math vocabulary bank/word wall to provide students with the language to embed in their narratives as they problem solve using the PSH template.
 - Weekly inquiry team meetings to assess students' math skills; proficiency in use of correct formulas/problem solving strategies to approach the problem; ability of students to think critically to evaluate their answer within a real world context.

- d) timeline for implementation.
 - o In September, a baseline assessment was given. By November 2012 baselines that were given were scored and entered, and tier one interventions were implemented introducing the PSH helper and Math word walls to all students in both the 9th and 10th grade. At the end of each unit, teachers are embedding real word problems into unit assessment and recording the data. A midterm assessment will be given and a tier two intervention will begin after the December break. In March, teachers will gather student data from tier two interventions, as assess students' progress thus far, in order to identify next steps. Further tier two interventions will be developed based on this new data. In June, a final assessment will be given. Data will be analyzed and this information will be used to inform our June planning for the following year.

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- MBHS held a Curriculum Night in early October to inform the parent community about the assessments and intervention work that was being done. At this point, families of the students identified for intervention were notified and an afterschool AIS plan was created for each student in need. To follow up, at Parent Teacher Conferences, skill trackers are used to identify specific strengths and weaknesses and inform parents of their child's progress. In addition, we also use Pupil Path, and each student and parent, have accounts set up so they can monitor individual progress throughout each school year.

Budget and resources alignment

- Indicate your school's Title I status: **Non-Title I**
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy
 Title I
 Title IIA
 Title III
 Grants
 ASD Nest
 Other

If other is selected describe here:

- Expansion of math department by two teachers, including an additional special education teacher funded by ASD Nest money to support inclusive environments for students with Autism.
- Per session for a math inquiry team to assess and monitor student proficiency through the evaluation of student work using a department-wide problem solving protocol.
- Per session for math AIS.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Students will show progress in problem solving and critical thinking skills, protocols and language necessary to develop research questions, explore content, develop research methodology and engage in data analysis to draw conclusions. A more specific, quantifiable goal will be set, once baseline data is retrieved and analyzed in January of 2013.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

We will use CWRA assessment data; informal critical thinking/problem solving assessments; lab reports; research papers to assess student progress over time.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - strategies/activities that encompass the needs of identified student subgroups,
 - We are administering the CWRA (College and Work Readiness Assessment) to our ninth graders, which is an open-ended assessment that provides a measure of an institution's contribution to the development of critical thinking and writing skills of its students. This will give us a benchmark for where students are when they enter 9th grade, as well as allow us to monitor the impact of our developed curriculum over a four year period on students acquisition of critical thinking and problem solving skills embedded in research design and implementation, when they take it again in 12th grade. Our students' scores are matched against other schools in the country implementing the assessment, so we can compare data.
 - key personnel and other resources used to implement these strategies/activities,
 - This year we have a full research team on board. 9th graders take a required elective in quantitative research. 10th graders take an elective in qualitative research.
 - steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Research inquiry team meets weekly. Our initial focus was working on administering baseline assessments which were completed by October 19, 2012. We will then use data to reflect on curriculum and plan forward, identifying key skill sets that we need to target through instruction.
 - The research team has attended the NCMSSST conference in November 2012 to network with other schools administering the CWRA and discuss research program design resources and curriculum. In January 2013, the research team will get the CWRA data and participate in a 2 day data analysis and action plan session to review student data and engage in next steps for intervention, enrichment and curriculum development. We will use this data to evaluate our curriculum and begin to develop period assessments to monitor student progress over time, as well as identify students in need of intervention.
 - Timeline for implementation.
 - The research team met during the summer 2012 to revise our 9th grade quantitative research curriculum and develop the 10th grade qualitative research curriculum using the CCLS for Literacy.
 - The research team was trained to administer the CWRA in September 2012.
 - The CWRA was administered to the current 9th graders.
 - January 2013 – data analysis of CWRA results and assessment planning to begin. At risk students identified and intervention plan will be developed and implemented.

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

- Millennium Brooklyn has developed specific writing rubrics aligned with the common core standards to assess students' writing skills across each content area (ELA, Social Studies and Science).
- 80% of students will effectively move up at least one level of proficiency (range of low, medium or high proficiency of skills) within the content specific Writing Rubric which provides a rating scale for research; argument; use of evidence and critical thinking skills to determine the validity of these claims by June 2013 in Humanities (ELA/Global) and Biochemistry Classes.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- The humanities department meets weekly to conduct an inquiry team meeting. The initial and ongoing data reviewed includes: the Achieve 3000 lexile scores (reading comprehension); the ELA grade 8 state exam scores for incoming 9th graders; on-demand writing assessments; ELA and Global mock regents exam scores; and anecdotal classroom observations. We record this data in a skill tracker to monitor student progress.
- The humanities team data revealed that 10 percent of 9th and 10th grade students need additional support in reading and writing in order to move towards proficiency in the common core writing standards. Second, in general, students were not proficient in analysis writing and counter arguments.
- The biochemistry department conducts a weekly meeting. The initial and ongoing data reviewed includes: the mock Living Environment regents; and on-demand writing assessments. This data is recorded on a skills tracker for the biochemistry team to monitor over time.
- The biochemistry data revealed that in general, the majority of students were not using scientific evidence and textual evidence to support their claims. Second, there was a lack of explanation relating the evidence to support a claim.

Instructional strategies/activities

Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:

a) strategies/activities that encompass the needs of identified student subgroups,

- **Humanities:**
 - For ninth grade students, a baseline assessment in writing was given to assess their argumentative writing skills, particularly using textual evidence to support a claim.
 - The humanities team gave a baseline assessment to all 10th grade students to assess their ability on writing and supporting counter arguments. Following, they analyzed and recorded the data using a teacher created skill tracker. They used data to design a tier two instructional intervention in which students were organized in groups according to their proficiency in skills they possessed to write a counter argument.
 - **Biochemistry:**
 - We did a tier one intervention in biochemistry, both 9th and 10th grade (beginning with 10th grade first) where we assessed the students ability to write the various components of an argumentative analysis paragraph which includes argument/claim, evidence and explanation. The initial data collected from the tier one assessment will be used to differentiate students' instruction according to the skills sets they are most in need of support (i.e. stating a clear claim; using specific evidence, etc.). This targeted instruction will be the tier two interventions via station teaching.
- b) key personnel and other resources used to implement these strategies/activities:
- **Humanities:**
 - The humanities inquiry team that consists of 5 teachers and administration.
 - Achieve 3000 and professional consultants.
 - Common core standards and school wide writing rubric.

- **Biochemistry:**

- The biochemistry inquiry team that consists of the 5 teachers and administration.
- Educhange professional consultants.
- Common core standards and school wide writing rubric.
- c) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities:
- **Humanities:**
 - Weekly inquiry meetings involve ‘norming’ student work and instructional expectations; and designing instructional interventions.
- **Biochemistry:**
 - Weekly inquiry meetings involve ‘norming’ student work and instructional expectations; and designing instructional interventions.
- d) Timeline for implementation.
- **Humanities:**
 - In September, a baseline assessment was given. By November 2012 baselines that were given were scored and entered, and tier one interventions were implemented. A midterm assessment has been given and a tier two intervention will begin after the December break. In March, teachers will gather student data from tier two interventions, as assess students’ progress thus far, in order to identify next steps. Further tier two interventions will be developed based on this new data. In June, a final assessment will be given. Data will be analyzed and this information will be used to inform our June planning for the following year.
- **Biochemistry:**
 - By November 2012 baselines that were given were scored and entered, and tier one interventions were implemented. A midterm assessment has been given and a tier two intervention will begin after the December break. In March, teachers will gather student data from tier two interventions, as assess students’ progress thus far, in order to identify next steps. Further tier two interventions will be developed based on this new data. In June, a final assessment will be given. Data will be analyzed and this information will be used to inform our June planning for the following year.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - For both humanities and biochemistry, MBHS held a Curriculum Night in early October to inform the parent community about the assessments and intervention work that was being done. At this point, for humanities, families of the students identified for intervention were notified and an afterschool AIS plan was created for each student in need. To follow up, at Parent Teacher Conferences, skill trackers are used to identify specific strengths and weaknesses and inform parents of their child’s progress. In addition, we also use Pupil Path, and each student and parent, have accounts set up so they can monitor individual progress throughout each school year.

Budget and resources alignment

- Indicate your school’s Title I status: **Non-Title I**
- Select the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	_____	Title I	_____	Title IIA	_____	Title III	_____	Fund for Public School	_____	Grants	_____	ASD Nest & ARRA RTTT	_____	Other
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If other is selected describe here:

- ASD Nest Funding is used to support co-teaching and intervention within inclusive environments that have both neurotypical students and students with Autism.
- RTTT funds were given to new schools to support assessment, differentiation and intervention.

- Per session for summer professional development for the use of Achieve 3000, a reading comprehension assessment.
- Per session for school year professional development and planning (inquiry team) on data analysis of student lexile scores and implications for instructional planning.
- Expansion of humanities department (one and 1/2 teachers).

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- The collaborations that Millennium Brooklyn has created with Educhange, LIU Writing Center; Achieve 3000 and Learning Leaders are being coordinated with the instructional strategies/activities to achieve this goal.

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

MBHS' administrative will support teachers' professional growth and instructional practices through ongoing cycles of informal and formal observations measured by individual goal trackers created by teachers and administration. 100 percent of teachers will improve across 3 identified competences using Danielson's rubric as a school wide benchmark.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As a growing school, the MBHS' faculty is consistently reflecting on their practices and looking for feedback to grow professionally. Using the Danielson's Rubric, teachers' evaluated their own practices within the Domains of **planning and preparation** and **instruction** and created professional goals based on focus areas for professional growth. The remaining two goals were created by administrative team and consultants (if working with a particular department) and individual teachers based on formal and informal observations.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) Strategies/activities that encompass the needs of identified student subgroups,
 - Teachers created goals at Weekly faculty meeting with guidance of administration.
 - The administrative team conducts two cycles of informal observations per quarter and 4 formal observations per year for non-tenured teachers.
 - Weekly the entire staff meets and professional development is provided around best practices, differentiation, inquiry/workshop model, and using data to form instruction.
 - Administrators each facilitate specific department and attend weekly department and co-planning meetings to provide instructional support.
 - There is administrator that is a part of every inquiry team.
 - a) Key personnel and other resources used to implement these strategies/activities,
 - Administrators each facilitate specific department and attend weekly department and co-planning meetings to provide instructional support. There is administrator that is a part of every inquiry team.
 - b) Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - Teacher created the first professional goal based on a reflection of their own practices. The two other goal was created along with the teacher based on informal and formal observations..
 - The individual trackers are created with the teacher to discuss/create strategies teachers will implement to assist in meeting the goal. The trackers are used by administrator during observation and with teacher during a post observation conversation.
 - c) Timeline for implementation.
 - At the first weekly faculty meeting, teachers evaluated their own practices and set goals using the Danielson rubrics has a guide.
 - Throughout October and November, informal and formal observations were set and the remaining two goals were set in collaboration with administration and individual teacher. Teacher trackers were then crated based on discussion with individual teacher.
 - Throughout Quarter one, a cycle of formal and informal were conducted by administration.
 - Throughout quarter two, a cycle of formal and informal were conducted by administration.
 - In January, a mid- point reflection conversation with each teacher will take place.
 - Throughout Quarter 3: cycle of formal and informal; and Quarter 4: cycle of formal and informal Evaluation of whether of teacher's progress. End of the year reflection discussion and review meeting

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

								ASD Nest Funding/ Inquiry Team Funding	
						Fund for Public School	Grants		Other
x	Tax Levy	Title I	Title IIA	Title III					

If other is selected describe here:

- ASD Nest Funding is allocated to schools with ASD Nest programs.
- NYU provides professional development support to create a high school ASD Nest program.
- Inquiry Team Allocation.
- Fund for Public Schools – allocation for new schools.

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
 - ASD Nest Funding used for per session for common planning; curriculum development; and weekly ASD Team meetings
 - NYU and Hunter College provide ongoing professional support via workshops; college courses; leadership professional development; task force planning.
 - Inquiry Team money is used for per session to support teacher planning, evaluation of data and assessment development.
 - Fund for Public School Grant is used to support professional development: NCSSSMST; CWRA Training and Rush Neuro-Science Executive Functioning Training.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Achieve 3000 Grade 9 – 14 students	Small Group Tutoring	After school/ Extended Day
	Achieve 3000 Grade 10 – 13 students		
	Writing Intervention Grade 9 – 8 students		
	Writing Intervention Grade 10 – 6 students		
Mathematics	Intervention Grade 9 – 5 students	Small Group Tutoring	After school/ Extended Day
	Intervention Grade 10 – 6 students		
Science	Intervention Grade 9 – 5 students	Small Group Tutoring	After school/ Extended Day
	Intervention Grade 10 – 5 students		
Social Studies	Intervention Grade 9 – 5 students	Small Group Tutoring	After school/ Extended Day
	Intervention Grade 10 – 5 students		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Skills – 2 students At Risk	Small Group Sessions	After school/ Extended Day
	Executive Functioning-4 Students		
	Student Planner Checks-15		
	Counseling – 40 At Risk		

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

At MBHS we have an 18G committee of teachers, administrators and a UFT representative that have worked to develop a posting that lists the qualities of an effective teacher within our school community. We use these qualities to identify resumes that match the criteria. In addition to an interview process, in which the team uses a rubric to assess potential candidates; all candidates must complete a demonstration lesson. Student feedback is elicited after this process is complete and weighed in the final decision.

Each summer, MBHS runs an professional development retreat for faculty. This facilitates each new faculty member's transition into the MBHS community. There are several additional professional development opportunities to support professional growth. In addition, departments are given the opportunity to plan for the upcoming year. This common planning time is continued throughout the school year to support teacher collaboration.

There are additional structures to support communication, collaboration and teacher growth within the school community, which can support teacher retention within a growing school. Grade team meetings, inquiry team meetings, faculty meetings are some of the ways that we share vital information and provide opportunity for all voices to be heard and for faculty members to take an active role with the school's development.

The faculty has established an observation process linked with personal and professional goals. The administration helps to support this process through frequent observations, common planning sessions and feedback sessions.

MBHS also recruits consultants to support the faculty within each of the growing departments. We collaborate with Hunter College, NYU, Educhange, Achieve 3000, Rush Neuroscience, Teachers College, NCSSMST and ASCD.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- Hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology via giving parents log access to Pupil Path (student data site); a Millennium Brooklyn HS email address for access to the schools distribution list to foster ongoing communication; individual parent meetings to goal set; individual meetings with students advisor to serve as a point of contact throughout all 4 years at Millennium Brooklyn; parents receive 8 academic reports throughout the school year to provide them with an overall update of their child's academic performance. (Four report cards and four mid quarter reports).
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children; Each student is assigned an advisor that they will remain with for all four years at millennium Brooklyn. The ratio on average is 15:1. That advisor functions as the point of contact for parents; Curriculum goals and academic expectations are communicated to all parents through our student – parent hand book, welcome letters/syllabus created by each faculty member and a curriculum night held at the beginning of the school year; all parents receive a monthly newsletter to keep them informed of school events.
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;

- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand; holding an annual curriculum night to inform parents of expectations and the syllabi for each content course; monthly school newsletters.
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference at the beginning of the school year;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events, such as collaborative community service/fundraising projects;
- Implementing a parent survey as the school grows to illicit parent feedback;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Joseph Zaza	District 15	Borough Brooklyn	School Number 684
School Name Millennium Brooklyn High School			

B. Language Allocation Policy Team Composition [?](#)

Principal Lisa Gioe	Assistant Principal Lindsey Baumgarten
Coach N/A	Coach N/A
ESL Teacher Samantha Thomson	Guidance Counselor Caroline Schwarzkopf
Teacher/Subject Area Erin Kempf, Humanities 9	Parent type here
Teacher/Subject Area Raeann Dinardi, Special Ed	Parent Coordinator Alison Morgan
Related Service Provider Speech Provider: Carrie Bram	Other type here
Network Leader type here	Other type here

C. Teacher Qualifications [?](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	225	Total Number of ELLs	1	ELLs as share of total student population (%)	0.44%
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Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

We interview every student prior to entry into Millennium Brooklyn High School. The principal and Assistant Principal supervise the interview process. Once students have been placed into the school and student records have been received, we look at student records to make sure all students have a HLIS survey completed. For students who do not, our pupil accounting secretary makes a phone call and sends home the form to be completed. If a student is identified as needing ESL the Assistant Principal meets with the family to determine how to support the child and provide services to support his/her academic course load. If a translator is needed, we use the translation unit to support the conversation, if we don't have faculty on staff that speaks the family's home language. The LabR assessment is administered to students who have not received this assessment to determine the number of minutes of ESL instruction the child is to receive on a weekly basis. Students coming in with a recent assessment, will already have the mandated amount of services on their record. The school can reassess in the spring. All distribution and completion of forms happens via face to face meetings with the family. Every student has an advisor to help support this communication and outreach. In addition, we are a small school able to provide more frequent contact with our families. We have one ESL student and the parent prefers a pull out model, where the instructor can review the work across all content areas with the child and discuss and work on areas of difficulty. As the program expands, I will be better able to speak to a wider range of parent/student needs.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input type="checkbox"/>	1 <input type="checkbox"/>	2 <input type="checkbox"/>	3 <input type="checkbox"/>	4 <input type="checkbox"/>	5 <input type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input checked="" type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)										0				0
Dual Language (50%:50%)										0				0
Freestanding ESL														
Self-Contained										0				0
Push-In										0	0			0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	0	Newcomers (ELLs receiving service 0-3 years)	01	Special Education	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or special education. [i](#)

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	1										1
Total	1	0	0	0	0	0	0	0	0	0	1

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish										0				0
Chinese										0				0
Russian										0				0
Bengali										0				0
Urdu										0				0
Arabic										0				0
Haitian										0				0
French										0	1			1
Korean										0				0
Punjabi										0				0
Polish										0				0

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian										0				0
Yiddish										0				0
Other										0				0
TOTAL	0	1	0	0	1									

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French											1			1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	1	0	0	1									

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

Currently, we have one student that receives ESL services and the child's mom has requested pull out services which allows the teacher to work with him across content areas. All content teachers are using writing assessments, and the humanities team is using Achieve 3000 to assess the students reading comprehension, to identify areas of need and to make decisions about how to differentiate instruction to support the child. We have a school wide writing rubric, and in addition, all content teachers focus on vocabulary work to support students communication and comprehension of the content. There is also a schoolwide emphasis on classroom talk, engaging students in partner, small group and whole class discussion to support social construction of knowledge. While I cant speak to a full blown ESL program because we only have one student, these consistent structres were put in place to address the needs of a diverse group of learners.

Courses Taught in Languages Other than English 

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts	0		
Social Studies:	0		
Math:	0		
Science:	0		

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

Since we only have one student, we are able to monitor his language proficiency via his work with the ESL teacher and his performance in his classes. There are several structures that we have in place to support students academically and socially, such as tutoring; afterschool academic support programs and advisory. In addition, instruction is differentiated support a diverse group of learners within each academic class.

C. Schools with Dual Language Programs

- How much time (%) is the target language used for EPs and ELLs in each grade?
- How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- How is language separated for instruction (time, subject, teacher, theme)?
- What Dual Language model is used (side-by-side, self-contained, other)?
- Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

We are currently using a pull out program to support second language acquisition for 1 student in need of ESL services. Instruction is modified as needed in subject classes with a focus on reading and writing in the content at the student's comprehension level, and speaking.

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

As our student receiving ESL services is new to the 10th grade, we will provide professional development to support the use of instructional strategies for faculty. Last summer we trained the faculty on Universal Design Learning. The strategies learned through that training can easily be used to support second language acquisition across content areas.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

We have a small school community, and have monthly or bimonth events to get the parents involved in the school. Our new family has come to support school based community service projects and we are in continuous communication with them. The child's advisory does regular outreach with all families.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	0													0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B													
	I													
	A													
	P													
READING/ WRITING	B													
	I													
	A													
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry	1			
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Living Environment	1			
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

The student's lexile score for reading comprehension is below grade level. He is receiving Academic Intervention services to provide extra support in addition to ESL services. Since the student is new to our school, we are still waiting for the LAB R results, however we are providing services knowing the child will be mandated for the supports once the results come in.

Additional Information

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

Part VI: LAP Assurances

School Name: <u>Millennium Brooklyn HS</u>		School DBN: <u>15K684</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Lisa Gioe	Principal		1/1/12
Lindsey Baumgarten	Assistant Principal		1/1/12
Alison Morgan	Parent Coordinator		1/1/12
Samantha Thomson	ESL Teacher		1/1/12
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 684 School Name: Millennium Brooklyn High School

Cluster: CFN156 Network: New Visions

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Upon arrival of our first 9th grade class, we looked through all records from middle school to determine the translation needs of all students. When we prepared, orientation packets and registration forms, we made sure it was sent in the appropriate language. We will continue with this process as we continue to grow as a new school.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

Using data collected from student files, we will report on schools report card, all findings of various diverse groups in our school.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

We currently use in house personnel to translate items into Spanish which is the second most popular language among our families. We also use the department of education translation unit to translate documents into Spanish, Arabic, Chinese and Japanese.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

We use in house personnel for Spanish however always bring in staff from the Legal Interpreting Services for parent teacher conferences, IEP meetings or other meetings as determined by the parent. For parent teacher conferences and IEP meetings, we plan in advance when we schedule meetings for parents who need translators, and have the translator available via phone.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link:
<http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

Using data compiled by middle schools, once students are accepted into our 9th grade, we check the new records to look for students whose parents may have language concerns. We then make sure to have all documents translated into the various languages as needed by either in house staff or the department of education translation unit.